

1902

# State Normal School at Framingham Massachusetts Catalogue and Circular For 1902-1903

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STATE NORMAL  
SCHOOL ...AT...  
FRAMINGHAM  
MASSACHUSETTS



SIXTY-THIRD YEAR  
✻ ✻ 1902-1903 ✻ ✻

# STATE NORMAL SCHOOL

AT

FRAMINGHAM, MASS.

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ESTABLISHED JULY, 1839.

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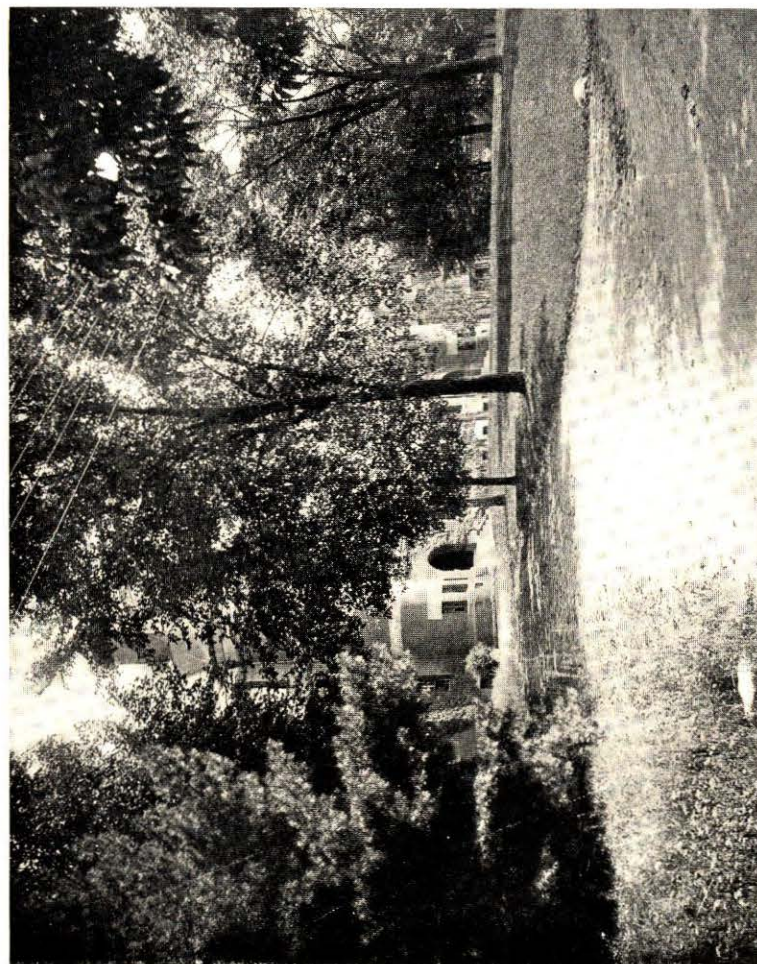
CATALOGUE AND CIRCULAR

For 1902-1903.



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1902.





VIEW IN GROUNDS—MAY HALL.

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## CALENDAR, 1902-1903.

1902.	
February 4, . . . . .	Second term begins.
February 22, . . . . .	Washington's Birthday.
Spring vacation, one week, probably in March.	
April 19, . . . . .	Patriots' Day.
May 30, . . . . .	Memorial Day.
June 25, . . . . .	Graduation.
June 26 and 27, . . . . .	First entrance examination.
Midsummer vacation.	
September 9 and 10, . . . . .	Second entrance examination.
September 11, . . . . .	School year begins.
November 27, . . . . .	Thanksgiving Day.
December 19, at close of school, Christmas recess begins.	

1903.	
January 6, at 9 o'clock A.M., Christmas recess ends.	
February 3, . . . . .	Second term begins.
Spring vacation, one week, probably in March.	
May 30, . . . . .	Memorial Day.
June 24, . . . . .	Graduation.
June 25 and 26, . . . . .	First entrance examination.
Midsummer vacation.	
September 8 and 9, . . . . .	Second entrance examination.
September 10, . . . . .	School year begins.

### SPECIAL NOTICE.

Entrance examinations on the dates given above begin at 9 o'clock A.M., in the assembly hall. Candidates are to be present at the opening and on both days. They should come prepared to stay in September, as the term begins on the following day. Accommodations may be had during the examinations in one of the boarding halls, if pupils are obliged to stay over night. A lunch should be brought by others.

The school is in session every week-day, *except Monday*, from 9 A.M. to 2.10 P.M.

## STATE NORMAL SCHOOL AT FRAMINGHAM.

### HISTORICAL.

In pursuance of a resolve of the Legislature of Massachusetts, this school was established at Lexington in July, 1839. It is, therefore, the oldest Normal School in America. It was removed to West Newton in 1844, and to Framingham in 1853.

DESIGN OF THE SCHOOL, STATED BY THE BOARD OF EDUCATION,  
MAY 6, 1880.

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching those branches; and third, of right mental training.

It is the design of the Framingham Normal School to give:—

1. A review of the studies taught in the public schools.
2. A careful study of the history of education and the school laws of Massachusetts.
3. A study of psychology, for the purpose of ascertaining true principles.
4. A practical application of these principles in teaching.
5. A high estimate of the importance and responsibility of the teacher's work, and an enthusiasm for it.

### COURSES OF STUDY.

The school offers four courses, — a general two years' course, a three years' course, a special course of one year for experienced teachers and for college graduates, and a course in household arts of two years.

### I. THE TWO YEARS' COURSE.

This course is designed primarily for those who aim to teach in public schools below the high-school grade. It comprises substantially the following subjects: —

1. Psychology, history of education, principles of education, methods of instruction and discipline and school organization.

2. Methods of teaching the following subjects: —

(a) English, — reading, language, rhetoric, composition and literature.

(b) Mathematics, — arithmetic, book-keeping, elementary algebra and geometry.

(c) Science, — elementary physics and chemistry, geography, physiology and hygiene, and the study of minerals, plants and animals.

(d) Drawing, vocal music, physical culture and manual training.

(e) History, — civil polity of Massachusetts and the United States, and the school laws of Massachusetts.

3. Observation and training in the practice school.

### II. THE THREE YEARS' COURSE.

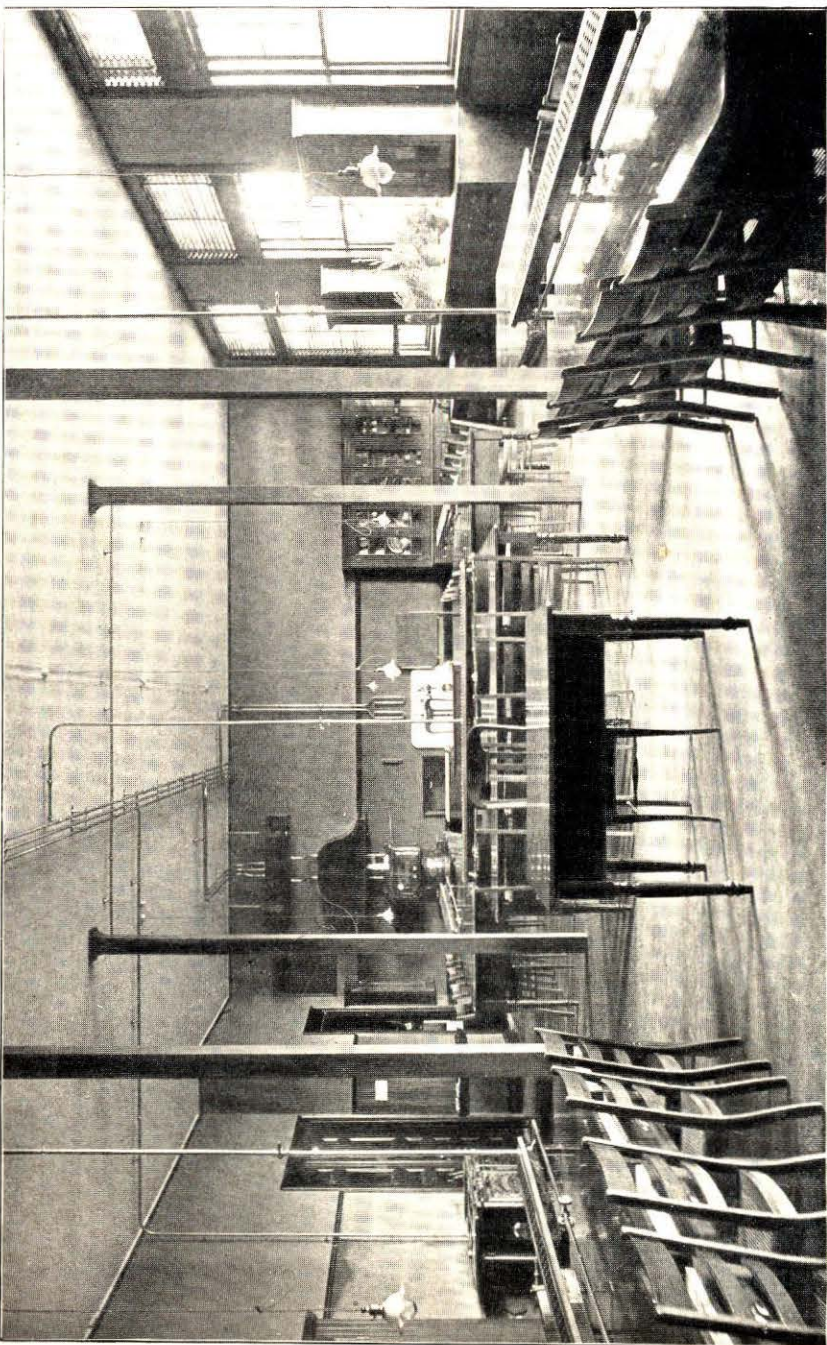
This course meets the demands of certain pupils who wish, for one cause or another, to take more time than is given in the regular two years' course. It also can be taken by those who wish to broaden the work offered in the regular course, especially on the lines of history and language, — English, French and Latin.

### III. SPECIAL ONE YEAR'S COURSE FOR EXPERIENCED TEACHERS AND COLLEGE GRADUATES.

Teachers of successful experience in teaching and graduates of colleges who bring satisfactory testimonials, may, with the consent of the principal and the Board of Visitors, select a course, approved by the principal from the general two years' course, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

In order to make this course of the largest benefit, a teacher who proposes to enter upon it should have had at least three or four years' successful experience in good schools. The course pre-





LABORATORY OF HOUSEHOLD ARTS.

supposes that experience has given a sufficient knowledge of methodology and of the principles of education to enable such a teacher to assimilate readily the subject-matter in the branches that she may select, and to grasp quickly the principles involved. A teacher whose experience has not given her this power will fail to derive from this course its full value. Candidates for this course are not required to take entrance examinations.

#### SATURDAY CLASSES FOR TEACHERS.

All teachers are invited to come into the school on Saturdays, and take up work with existing classes.

All graduates of this school, or any other normal school, who are temporarily out of employment, are invited to come into the school, and to remain as long as possible. There is always some work carried on at the school in which it would be profitable for them to engage.

The principal has calls for temporary and permanent teachers during the year which cannot always be met by pupils from the regular courses.

#### THE MARY HEMENWAY DEPARTMENT OF HOUSEHOLD ARTS.

The department of household arts was established in Boston under the name of Boston Normal School of Cookery, by the late Mrs. Mary Hemenway, in 1887. Its graduates easily found positions as teachers in public and private schools and in institutions. Its increasing usefulness in enlarging the profession of teaching is constantly proved. In June, 1898, the trustees of the Mary Hemenway estate offered to the State Board of Education the school, with the very generous proposal that, if the offer was accepted, Mr. Augustus Hemenway, her son, would thoroughly furnish and equip such a department, as a memorial of his mother. Mrs. Louis Cabot and Mrs. Wm. E. C. Eustis, daughters of Mrs. Hemenway, joined with Mr. Hemenway in his benefactions.

The wealth of such a gift and its far-reaching beneficence the Board was quick to appreciate; therefore the offer was most thankfully accepted, and the Normal School at Framingham chosen as the one best fitted to receive it, on account of its nearness to Boston, its two boarding halls and the many grammar



schools in the town, from which pupils could be drawn for its practice school.

The transfer to and the establishment of the school at Framingham were made under the direction of Miss Amy Morris Homans, who in person attended to every detail, and through whose fostering care the school had reached its high standing in Boston; and of Miss Louisa A. Nicholass, who had been for a number of years its very able principal, and whose services have been retained.

#### THE PURPOSE OF THIS DEPARTMENT.

Its principal object is to provide for the adequate training of teachers of various household arts, especially cookery in its different forms.

There is a pressing need for more broadly trained teachers of household arts in the public schools and in training schools for nurses, and also for persons able to supervise and direct, scientifically, departments in larger institutions. The applications of modern science to every-day life are manifold, and nowhere more important than in the home, — the center of all normal living.

The sciences which underlie the successful and intelligent conduct of the home, whether it be small or large, on its material side are, above all others, physiology, chemistry and hygiene; and, therefore, any well-arranged curriculum of a school of household arts must be based upon a substantial foundation of these subjects. Moreover, as these cannot be well understood or well applied without the elements of physics and biology, brief courses in these subjects also must be provided.

The largest room in May Hall is appropriated to this school kitchen, provided with portable ranges, an Aladdin oven, a gas stove and gas-heating stands, closets, drawers, dishes and utensils. A scientific library, part of this large gift, is in the main library, for this new department is but a component part of the school.

Through their progressive courses in chemistry, embracing systematic work in quantitative and qualitative analysis, the students learn to apply their scientific knowledge to the underlying principles of cookery, laundry work, dyeing, cleaning, etc. In their pursuit of physics, the pupils are taught the fundamental principles of matter and energy, of heat, light and electricity. In their work in biology they examine plant and animal bodies, while

their interest in physiology centers chiefly on nutrition. In the study of bacteriology they learn how to make their own culture media, how to examine milk, water, ice, dust, etc., and how to test the efficiency of filters, sterilizers and germicides, all such scientific work being largely done in the laboratories of the school proper, while in the school kitchen the practical working of cookery is taught.

"Plain cookery" includes breads, meats, stews, pickles, etc.; "advanced cookery" includes preserving, canning, making of jellies, etc.; "special cookery" embracing dainties and food for the sick. Water, mineral matter, carbo-hydrates, proteid and fats are studied practically by methods of cooking applied to starchy food-stuffs, to sugars including candies, to all manner of cooking eggs and using gelatine, to batter, dough mixtures, baking powders and their like, and to fermentation, yeast, and experimental work with different kinds of flour.

In laundry work, a most important part of their training, the pupils examine various fabrics, noting the effect upon them of cold or hot water, and of the use of chemicals as cleansing agents. They wash stuffs, starching, drying, folding, cleansing and ironing them.

Many of the alumnae of the school are employed in the Boston public schools, others are instructors in normal and high schools, at the Armour and Drexel institutes, superintendents at the Johns Hopkins and other hospitals and asylums, or else in training schools from Boston to Kansas, Denver and California. All over the country they are scattered, wherever education has sufficiently advanced to recognize that household arts is scientific. Such women have graduated from something more than cooking classes or from schools in domestic science. They have won diplomas from the point of view of education, rather than from that of self-support. They have taken the word arts as the resultant term in the application of science to industry. They have gone forth to teach and direct, until in time it will be realized that proficiency in household arts is to be examined, rated and certificated, as is now literature and mathematics.

Fuller dignity will be won for manual labor when the little child begins to lay the fire and stir the cereals in the school kitchen. Then will each woman know alike how to be employer and em-



ployee. Science and economy will aid each other as household tasks grow less, skilfully performed, and school courses of knowledge will increase as demonstration proves that science finds its domain in the home as well as in the laboratory.

The instant the State assumes the right to teach manual training, that moment has it included household arts in such training; while those who are discontented with the non-productive utilities of knowledge see in extension of manual training the road to self-support and patriotic citizenship.

#### ITS CURRICULUM — LENGTH OF COURSE, TWO YEARS.

Any pupil who graduates from the regular normal course of this school can complete this course in one year.

It is the aim of the instruction in all branches to teach the student self-reliance. It is obvious that the equipment of actual knowledge which a student takes with her from any school such as this must be extremely limited. Judicious training in accurate thinking and working must therefore be the main object of the teacher if the student is to reap the highest benefit from her stay in the school. The courses in chemistry are particularly well adapted to give this training, as thereby the student cannot fail to discover for herself the absolute dependence of results on the character of her work and on the methods she has employed. As disciplinary work alone, the value of such study cannot be overruled, but it also has a direct and permanent practical value in the household arts.

*Chemistry.* — The courses in chemistry form a progressive series, and are intended to prepare the students in a systematic way for a thorough comprehension of the underlying principles of cookery, of laundry work, of dyeing, of cleaning, etc., and those involved in the management of foods, fires, fuels, illuminants, ventilation and the like.

The instruction in chemistry begins with a thorough course in general chemistry, and proceeds to qualitative and quantitative analysis. Both of these courses include class-room and laboratory work.

An elementary course is given in organic chemistry. This deals with the structure of carbon compounds.

*Physics.* — This study has a direct and a permanent, practical

value in household arts. While not so much time is given to it as to some other studies, yet it has a decided place in the curriculum. The instruction consists of lectures, recitations and demonstrations upon the fundamental principles of matter and energy, mechanics, hydraulics and the elementary forces, — heat, light and electricity.

*General Biology.* — To this subject, as to physics, only so much time is allotted as is believed to be absolutely required to furnish a sound basis for physiology, hygiene and bacteriology, consisting of lectures, recitations and laboratory work, with the use of the microscope. Constant practice in drawing is required, and such subjects are dealt with as the structure of living things; the elementary living stuff (cytoplasm); first principles of nutrition, digestion, foods and feeding; the sources of starch, sugar, etc.; and the interdependence and interrelation of the living and the lifeless, or the organic and the inorganic world.

*Physiology.* — The chief interest of the class in this study centers naturally in nutrition and related subjects, including a résumé of the anatomy, with which the students have become familiar in previous courses.

The principal part of the course opens with a consideration of the purpose and nature of food, then the structure of the digestive tract is studied, and the circumstances under which secretions are produced by the various glands.

The concluding lectures are upon the central nervous system, the sense organs and the principles of personal hygiene.

*Bacteria and Yeasts.* — Bacteriology and the study of micro-organisms of fermentation, especially of yeasts, constitute a prominent feature of the final year. The students learn how to make their own culture media, how to examine milk, water, air, ice, dust, etc., and how to test the efficiency of filters, sterilizers and germicides.

*Food and Dietetics.* — This subject is taken the last half of the senior year, and gives the student a thorough understanding of the economic, nutritive and physiological value of foods, condiments and stimulants, their action and effect, singly and in combinations; how to plan dietaries in health and disease, — in fact, co-ordinates the knowledge obtained in the kitchen and laboratory on a practical basis.



#### OUTLINE OF COURSE IN HOUSEHOLD ARTS.

The subjects which have thus far been described have had to deal with what might be called household sciences. Their practical application finds pre-eminently a place in the household arts laboratory, and their demonstration can be denominated household arts.

To illustrate the character of the instruction provided for in the household arts laboratory, the following outline of courses in the principles and practice of cookery and laundry work is given somewhat in detail.

The work is arranged on educational as well as on technical lines, and therefore affords both theoretical and practical instruction, and is given in a well-equipped household arts laboratory.

The practical work of cookery is presented on the following lines:—

Household or plain cookery, breads, roasts, stews, puddings, pickles.

Advanced cookery, including preserving, canning and the making of jellies, jams and marmalades.

Frozen and fancy dishes.

Special cookery for the very sick (therapeutic cookery), and its application for hospital nurses in training schools.

*Principles of Cookery.*—The five “food principles” or “nutrients” are carefully considered, viz.: water, mineral matter, carbohydrates, proteids or albuminous fluids, and fats. The subjects of the course are developed as follows:—

*Fuels.*—Principles of combustion, conditions for sustaining; use and costs of the ordinary fuels.

Construction of both coal and gas ranges, with practice in the use of such apparatus, and in the building, regulation and care of coal fires.

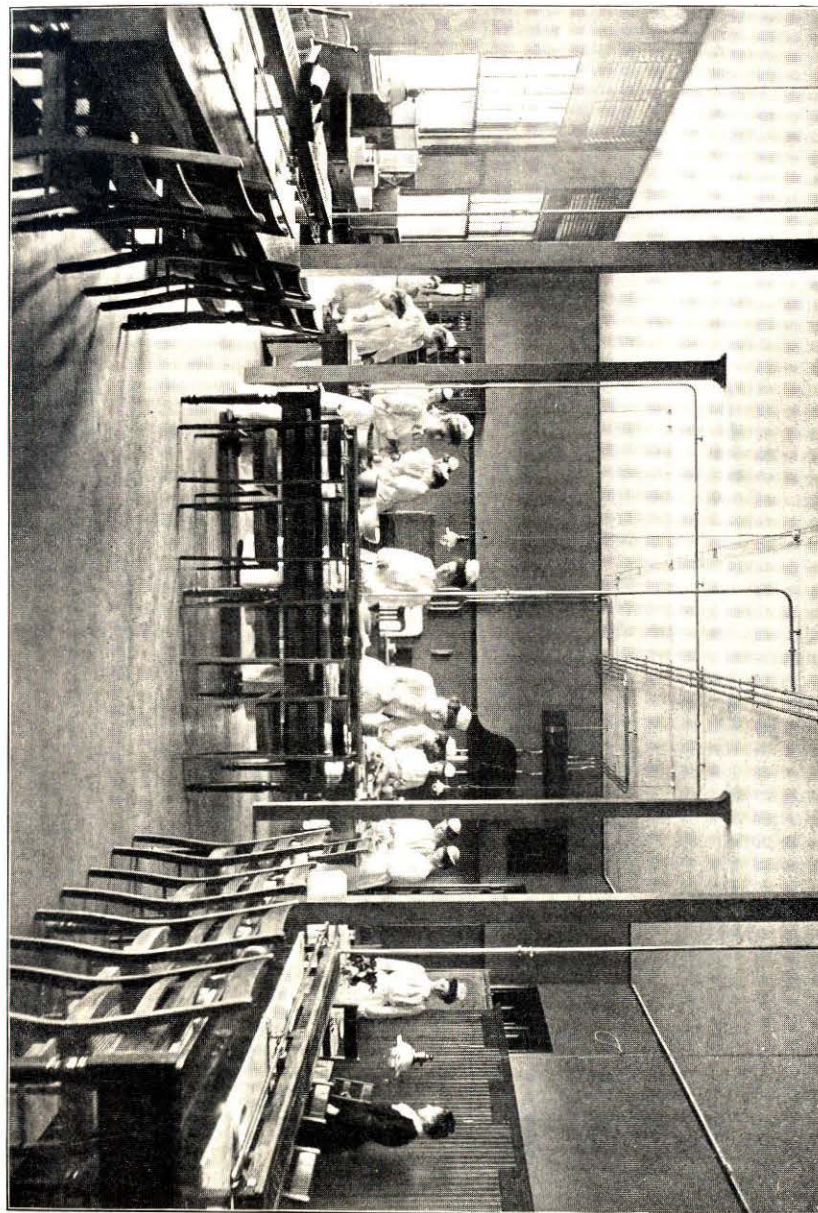
Principles and experimental work relating to the Aladdin oven.

The chafing-dish.

*Food-stuffs.*—Introductory. General composition of the human body.

Classification of nutrients needed, and a study of the different food-stuffs as the source of supply.

NORMAL CLASS OF HOUSEHOLD ARTS.





*Milk as a Type.* — Experiments to illustrate its constituents and properties.

*Water.* — Is considered as a cooking medium with experiments. Thermometers are standardized, and used in the boiling of water and the cookery of starch, sugar, albumen and fats.

*Mineral Matter.* — The various salts of food materials.

*Carbo-hydrates.* — Sources: (a) Starch, — composition; experiments; cooking temperature. Practical application to cookery of starchy food-stuffs, as corn starch, rice, tapioca, sago, macaroni, etc.; the cooking of such starchy food as grains, vegetables; the use of corn starch and flour in the making of sauces and thickening of soups. (b) Sugars, — composition. The cooking of cane sugar; the use of thermometer; the degrees of heat required for different results, as in soft and hard caramel (for coloring soups and sauces); also for soft and hard candies, as in French cream candies or *fondant* and *glacé* fruits. Practical tests for the same.

Practical applications, including the preparation of dishes containing starch, sugar and fruits in various combinations, are then made.

*Proteids or Albuminous Foods.* — Albumen: sources; type, white of egg. This subject is studied and experimentally developed by the same general methods as the cookery of starch, and the *principles of its cookery* as applied to the making of various dishes, as soft and hard cooked eggs; poached and baked; combined with milk in other forms, as in creamy eggs; and soft and baked custards of different kinds. The combination of milk, starchy and albuminous food materials in dishes for breakfast, luncheon or dessert. The cookery of albumen as applied in the cooking of fish, poultry and meat. Methods of their cookery. Objective points. Heat transferred.

In connection with meat cookery the albuminoids are considered.

Albuminoids: sources; gelatine, prepared in the form of soup stocks, brown and white.

Principles and rules for clearing stock. Soups: stock and vegetable; milk and cream. Gelatine dishes: commercial gelatine, kinds, costs and uses; plain jellies; jellies with egg or egg and cream in different combinations, as used in the making of wholesome desserts.



*Fats.* — Sources ; constitution ; effects of heat ; use and importance in the dietary.

*Batter and Dough Mixtures.* — (1) Expansion by air and moisture, as effected by heat, to make porous. (2) The application of these principles to the preparation of popovers and Yorkshire pudding, wheat and gluten wafers, cream and sponge cake. (3) Expansion of batters and doughs by use of chemicals, as cream of tartar and soda or other acids, or acid salts with the alkaline salt, soda, in combination. Objective points : principles and properties ; experiments ; application to the preparation of breakfast breadstuffs, gingerbread, desserts and cake. (4) Baking powders ; general composition of standard powders ; chemical reactions and products, with applied principles of chemistry ; formulas, with practical applications to the preparation of breadstuffs, cakes and desserts.

*Fermentation.* — Fermentation by yeast, and its application to the preparation of bread, rolls and biscuit, also for breakfast muffins and gems. Experimental work with *flour* of different kinds. Individual practice required.

#### OUTLINE OF THE COURSE IN PRACTICAL LAUNDRY WORK.

*Examination of fabrics*, as cotton, linen, woollen and silk ; effect of cold and hot water.

*The use of chemicals* as cleansing agents ; namely, soaps, washing-powders, soda, ammonia and borax.

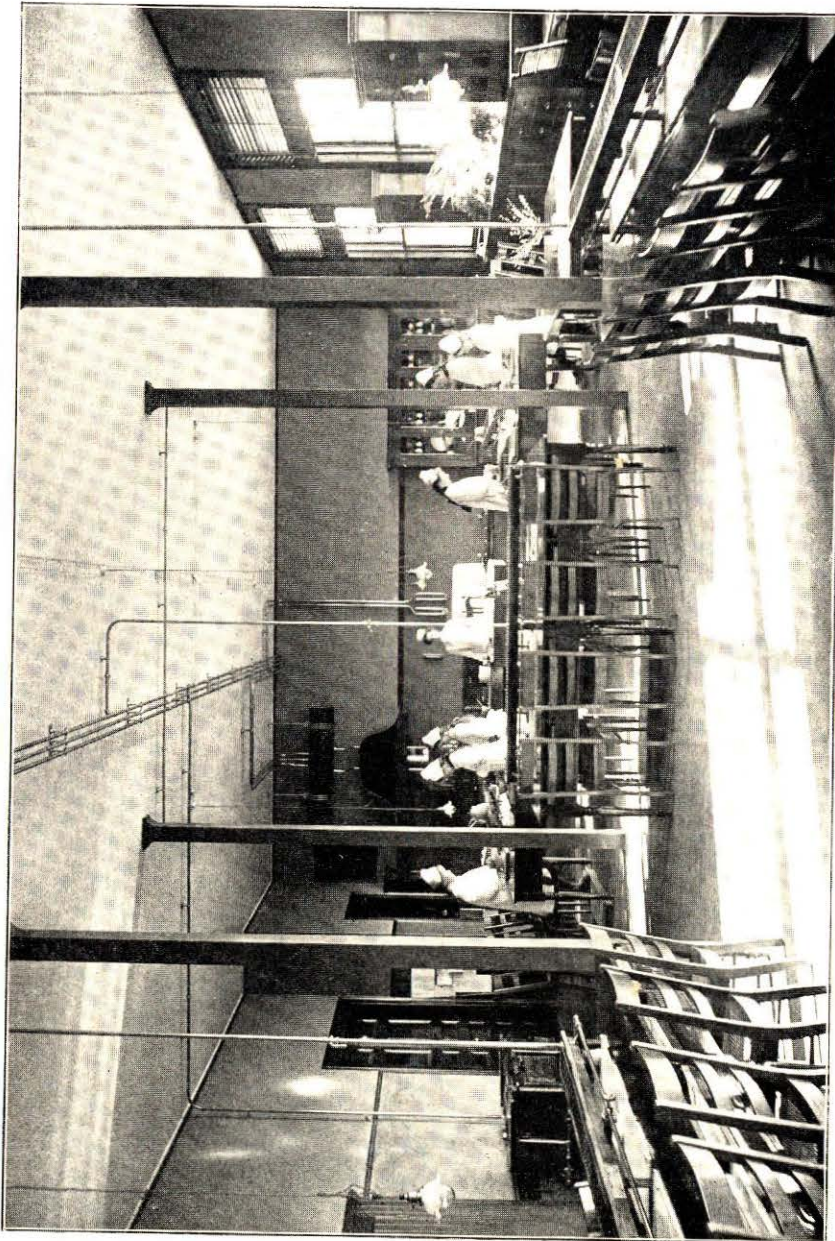
*Removal of stains*, as fruit, tea and coffee, iron-rust, etc.

*Household Linen.* — Preparation for the laundry ; cleansing, drying and starching, hot and cold processes ; folding, ironing ; special, embroideries and laces ; bluing, kinds, composition (tests with experiments) and use. Application as desired.

In addition to the foregoing outline of instruction, the pupils are trained in the preparation of dietaries at given prices for varying numbers of persons, how to judge of meats and how to buy them, by visits to meat shops, where the butcher cuts up the meat before the class, at the same time giving it practical instruction. The pupils are also required to visit grocery establishments and meat markets, and to make themselves familiar with the supply and demand of staples and their prices.

Each pupil, by conference with the superintendent of the board-





PRACTICE CLASS OF HOUSEHOLD ARTS.

ing halls, learns how to prepare the menu for a large family, according to market supplies and prices. She is also expected to take her turn in presiding at the dinner table in one or other of the boarding halls and to carve the meats.

As the boarding halls offer ample facilities for demonstrations of the science of household arts in daily living, the pupils, though not required to do housework in the ordinary sense of the term, are expected to qualify themselves as future teachers of household arts or as superintendents in institutions by availing themselves of all such opportunities for practical work as the principal can from time to time provide for them.

#### PRACTICE SCHOOL FOR THE DEPARTMENT OF HOUSEHOLD ARTS.

The practice school for this department is made up by a nurses' class from the Framingham Hospital and pupils from the high and children from the seventh, eighth and ninth grades from the town schools. These pupils constitute a number of classes, and are under the care of and are taught by the seniors of this department. Each senior has charge of one class during the year, and she thus has ample opportunity to make a practical application of her own acquirements and to learn how to instruct others. The members of the junior class are obliged to act as assistants to the seniors when they are teaching, and to aid in the instruction and general management. In this way the juniors have a year's observation to prepare them for the work of teaching in the senior year.

Probably no department of household arts in the country has better facilities for teaching than the Mary Hemenway department.

#### REQUIREMENTS FOR ADMISSION TO THE DEPARTMENT OF HOUSEHOLD ARTS.

All the requirements for admission to the normal school in regard to examinations, tuition, testimonials, and such rules and regulations as are from time to time given for the conduct of the school, are distinctly and directly applicable to this department.



## REQUIREMENTS FOR ADMISSION IN EXAMINATIONS.

## WRITTEN EXAMINATIONS.

The written examination will embrace one paper upon each of the following groups, with a maximum time allowance of two hours for each of groups I., II. and IV., and of one hour for each of groups III. and V. : —

I. *Languages*. — (a) English, with its grammar and literature, and (b) one of the three languages, — Latin, French and German.

II. *Mathematics*. — (a) Arithmetic, (b) the elements of algebra and (c) the elements of plane geometry.

III. *History and Geography*. — The history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States History.

IV. *Sciences*. — (a) Physical geography, (b) physiology and hygiene, (c) physics, (d) botany and (e) chemistry.

V. *Drawing and Music*. — (a) Elementary, mechanical and free-hand drawing, with any one of the topics, — form, color and arrangement, and (b) musical notation.

## EXPLANATION OF THE FOREGOING WRITTEN EXAMINATIONS.

## SPECIAL DIRECTIONS.

I. *Languages*.

(a) *English*. — The importance of a good foundation in English cannot be overrated. The plan and the subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England. While it is hoped that candidates may be able to study all the works given in this plan, the topics and questions will be so prepared for 1901 and thereafter until further announcement, that any candidate may expect to meet them who has mastered *half* of the works assigned for reading (or a bare majority of them) and *half* of the works assigned for study and practice, the selection to be at the candidate's option.

Candidates will not be accepted whose written English is notably deficient in clear and accurate expression, spelling, punctuation,

idiom or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations, will be subject to the requirements implied in the foregoing statement, and marked accordingly.

1. *Reading and Practice*. — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter and spirit of the books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number — perhaps ten or fifteen — set before him in the examination paper. In place of a part or the whole of this test, the candidate may present an exercise book properly certified by his instructor, containing compositions or other written work done in connection with the reading of the books.

In preparation for this part of the requirement, it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

The books set for this part of the examination will be : —

1902. — Shakespeare's *The Merchant of Venice*; Pope's *Iliad*, Books I., VI., XXII. and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Cooper's *The Last of the Mohicans*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

1903-1905. — Shakespeare's *The Merchant of Venice* and *Julius Caesar*; *The Sir Roger de Coverley Papers* in *The Spectator*; Goldsmith's *The Vicar of Wakefield*; Coleridge's *The Ancient Mariner*; Scott's *Ivanhoe*; Carlyle's *Essay on Burns*; Tennyson's *The Princess*; Lowell's *The Vision of Sir Launfal*; George Eliot's *Silas Marner*.

2. *Study and Practice*. — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form and structure.

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which



the prescribed works belong. The books set for this part of the examination will be:—

1902. — Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

1903–1905. — Shakespeare's *Macbeth*; Milton's *Lycidas*, *Comus*, *L'Allegro* and *Il Penseroso*; Burke's *Speech on Conciliation with America*; Macaulay's *Essays on Milton and Addison*.

(b) *One only of the three languages, Latin, French and German.* — The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language.

The conference of the secondary schools of New England also recommends the following:—

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high-school course.

2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.

3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence-structure be offered throughout the high school course.

4. That a certain amount of outside reading, chiefly of poetry, fiction, biography and history, be encouraged throughout the entire school course.

5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration, description, exposition and argument. Such instruction should begin early in the high-school course.

6. That systematic training in speaking and writing English be given throughout the entire school course. That in the high school, subjects for compositions be taken, partly from the prescribed books and partly from the student's own thought and experience.

7. That each of the books prescribed for study be taught with reference to —

(a) The language, including the meaning of the words and sentences, the important qualities of style and the important allusions.

(b) The plan of the work, *i.e.*, its structure and method.

(c) The place of the work in literary history, the circumstances of its production and the life of its author.

That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

## II. Mathematics.

(a) *Arithmetic.* — Such an acquaintance with the subject as may be gained in a good grammar school.

(b) *Algebra.* — The mastery of any text-book suitable for the youngest class in a high school, through cases of affected quadratic equations involving one unknown quantity.

(c) *Geometry.* — The elements of plane geometry as presented in any high-school text-book. While a fair acquaintance with ordinary book-work in geometry will be accepted, candidates are advised, so far as practicable, to train themselves to do original work both with theorems and problems, and an opportunity will be offered them, by means of alternative questions, to test their ability in such work.

## III. History and Geography.

Any school text-book on United States history will enable the candidate to meet this requirement, provided she studies enough of geography to illumine the history, and makes herself familiar with the grander features of government in Massachusetts and the United States.

## IV. Sciences.

(a) *Physical Geography.* — The mastery of the elements of this subject as presented in the study of geography in a good grammar school. If the grammar school work is supplemented by the study of some elementary text-book on physical geography better preparation still is assured.

(b) *Physiology and Hygiene.* — The chief elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the more striking effects of alcoholic drinks, narcotics and stimulants upon those addicted to their use.

(c), (d) and (e) *Physics, Chemistry and Botany.* — The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in high schools.



### V. Drawing and Music.

(a) *Drawing*.—Mechanical and freehand drawing, — enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also any one of the three topics, form, color and arrangement.

(b) *Music*.—The elementary principles of musical notation, such as an instructor should know in teaching singing in the school. Ability to sing, while not required, will be prized as an additional qualification.

It may be said, in general, that if the ordinary work of a statutory high school (section 2, chapter 496, Acts of 1898) is well done, the candidate should have no difficulty in meeting any of the academic tests to which she may be subjected. She cannot be too earnestly urged, however, to avail herself of the best high-school facilities attainable in a four years' course, even though she should pursue studies to an extent not insisted on, or take studies not prescribed in the admission requirements.

The importance of a good record in the high school cannot be over-estimated. The stronger the evidence of character, scholarship and promise, of whatever kind, she brings from her school and her teachers, especially from schools of high reputation and from teachers of good judgment and fearless expression, the greater confidence she may have in guarding herself against the contingencies of an examination and of satisfying the examiners of her fitness.

### ORAL EXAMINATIONS.

The candidate will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to her and the school, at the discretion of the examiners. In this interview the object is to gain some impression about the candidate's personal characteristics and her use of language, as well as to give her an opportunity to furnish any evidences of qualification that might not otherwise become known to her examiners. Any work of a personal, genuine and legitimate character that the candidate has done in connection with any of the groups that are set for ex-

amination, and that is susceptible of visible or tangible presentation, may be offered, and such work will be duly weighed in the final estimate, and may even determine it. To indicate the scope of this feature the following kinds of possible presentation are suggested, but the candidate may readily extend the list:—

1. A book of drawing exercises, — particularly such a book of exercises as one might prepare in following the directions in "An Outline of Lessons in Drawing for Ungraded Schools," prepared under the direction of the Massachusetts Board of Education, or in developing any branch of that scheme.

2. Any laboratory note-book that is a genuine record of experiments performed, data gathered or work done, with the usual accompaniments of diagrams, observations and conclusions.

3. Any essay or article that presents the nature, successive steps and conclusion of any simple, personally conducted investigation of a scientific character, with such diagrams, sketches, tables and other helps as the character of the work may suggest.

4. Any exercise book containing compositions, abstracts, analyses or other written work that involves study in connection with the literature requirements of the examination.

### PRELIMINARY EXAMINATION.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups, each group to be presented in full:—

II. Mathematics.

IV. Sciences.

III. History and geography.

V. Drawing and music.

Preliminary examinations can be taken in June only.

Every candidate for a preliminary examination must present a certificate of preparation in the group, or groups, chosen, or in the subject thereof, the form of certificate to be substantially as follows:—

\_\_\_\_\_ has been my pupil for  
\_\_\_\_\_ years and is, in my judgment, prepared to pass the State

normal school preliminary examination in the following group, or groups, and the divisions thereof: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of school, \_\_\_\_\_

Signature of principal or teacher, \_\_\_\_\_

Address, \_\_\_\_\_

2. The group known as *I. Languages* must be reserved for the final examinations. It will doubtless be found generally advisable in practice that the group known as *IV. Sciences* should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, so far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important both for the candidate and the normal school that the work laid out for the September examinations, which so closely precede the opening of the school, shall be kept down to a minimum.

#### OTHER REQUIREMENTS FOR ADMISSION.

1. *Age.* — Candidates for admission to any one of the normal schools must have attained the age of seventeen years *complete* if young men, and sixteen years if young women, and must be free from any disease or infirmity, which would unfit them for the office of teacher.

2. *Testimonials.* — They must present a *certificate of good moral character*, give evidence of good intellectual capacity, be graduates of a high school whose courses of study have been approved by the Board of Education, or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, *the equivalent of a good high-school education.*

3. *Record in High School.* — Candidates are requested to bring





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the record of their *standing in conduct and scholarship* in the high school, signed by the principal. A good record from the high school is one of the best recommendations the candidate can present.

Successful experience in teaching is taken into account in the determination of equivalents in the entrance examinations, and reasonable allowance in equivalents is made in case the candidate, for satisfactory reasons, has not taken a study named for examination.

4. *Intention to teach.* — Candidates must declare their intention to complete the course of study in the school, if possible, and afterwards to teach in the public schools of Massachusetts for at least one year.

5. *Tuition.* — To persons who live in Massachusetts, tuition is free; but persons from another State than Massachusetts, attending a normal school supported by this State, shall pay at the beginning of each half-year session, to the principal of the school attended, the sum of twenty-five dollars for the use of the school.

6. *Examinations* for admission take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) Copies of examination papers will be sent on application.

Classes are formed only at the beginning of the fall term.

#### EXPENSES, BOARD, ETC.

*Books.* — Text-books and reference books are furnished; the only expense is for stationery and some drawing material. Pupils are occasionally advised to buy a book which is thought to be indispensable as a part of their outfit as a teacher. Such books are furnished at cost. Students who are to live in the boarding halls are advised to bring such text-books as they have which are of recent publication.

*Boarding Halls.* — There are upon the school grounds two boarding halls, Crocker Hall and Normal Hall, which are made as home-like as possible. They are heated by hot water, lighted by electricity, furnished with the best sanitary and lavatory arrangements of hot and cold water, and supplied with pure drinking water. Each hall has two parlors set apart for the use of the students, one



as a reception room for friends who call, the other for the sole use of the students. The students' parlors have each a piano, also a small library.

Those who intend to room in one of the boarding halls must make application for a room to the principal as soon as it has been decided to enter the school. This will be of great assistance in assigning rooms, and make it positive that the applicant has a room.

*Price of Board.*—The price of board is \$160 a year, \$80 per term. This includes everything. It must be paid as follows: \$40 at the beginning and \$40 at the middle of *each* term. (For term see calendar.) In case of illness or *unavoidable* absence, the expense of board, for a limited period, is shared between the State and the student.

These rates are made on the basis that two students occupy one room. An extra charge is made when a student has a room to herself.

Parents and guardians are requested to make all payments for board, by checks or otherwise, to J. H. Hurd, cashier.

The principal lives at Normal Hall, where also, as in Crocker Hall, resides several teachers. The principal has charge of both houses.

*What Students are to furnish.*—Students who board in the halls must furnish their own towels, table napkins and bed linen. The bed linen should be two complete sets for single beds, the pillow-cases one-half yard wide, the sheets two and three-quarters yards long and only one and one-half yards wide. These measurements are exactly suitable for the single bed in use. Students must bring a laundry bag.

Every article which goes into the laundry must be *very distinctly and permanently marked* with the owner's name. Trunks, also, must be marked so as to be easily identified.

*State Aid.*—The rule of the State Board of Education in regard to State aid is as follows: "Aid is not furnished during the first term of attendance. Applications for this aid are to be made to the principal in *writing*, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid." State aid to pupils in the normal schools shall be distributed to the several schools according to the number of applicants therein; but the selection of the recipients shall be made from such pupils as are in good and regular standing.

In this distribution of State aid the pupils who live in towns where normal schools are situated shall not be considered as entitled to any portion thereof.

### PRACTICE SCHOOLS.

#### FOR THE REGULAR DEPARTMENT.

In May Hall, the school building, there are schools which represent all the grades below the high school. In these schools the students have an opportunity for observation and actual teaching under the care and criticism of experienced and interested teachers.

The practice school is directly related to all the work in the normal school proper, and the students are taught to carry out the principles of teaching which they have learned in the class rooms in the normal department. The work in these schools forms an important part in the education of the students.

During the senior year each student has twelve weeks of teaching and observation in the practice school. During this time she becomes familiar with the work in grades by actual teaching, and she observes the work in all nine grades. Many of the graduating class have an opportunity to substitute and assist in the schools of Framingham and the neighboring towns.

### REGULATIONS.

Students in a normal school who are preparing to become teachers should be able and willing to control themselves. They should be practically interested in working out problems of self-government, and should make rules and regulations absolutely unnecessary. The principal of the school desires to allow the greatest possible freedom of action in all particulars. There are, therefore, but a few simple rules, such as obtain in any well-regulated family.

### LOCATION OF THE SCHOOL.

The school is situated upon a moderate elevation, which gives an unsurpassed view towards the west. The buildings have a perfect system of drainage of their own.

The school is accessible by steam from all sections of the State, and is also closely connected with the surrounding country by



electric railways. Its nearness to Boston furnishes an opportunity for the student to enjoy many of the educational advantages which that city so generously offers.

#### HEALTH CONDITIONS.

The Board of Education has passed the following vote, and ordered it to be printed in the catalogues of the normal schools, viz.: that the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools, in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course, to determine whether his physical condition is such to warrant his continuance in the school.

All students, unless excused, are obliged to take exercise in the gymnasium under the direction of the teacher of gymnastics, during the entire course. This training has a double object. Its purpose is to build up the student physically, and to enable her to meet successfully the exacting work of the school; it also prepares her to give instruction in this subject in her life as a teacher.

The gymnasium suit consists of full bloomers and a perfectly loose waist of some dark material, preferably dark blue serge, India twill or mohair. Further information in regard to these suits will be given at the time of the June and September examinations.

In addition to the in-door work required in the gymnasium, much attention is paid to the out-door life of the students. Each student is expected to take a certain amount of exercise out of doors every day. To help make this requirement pleasant and profitable, an opportunity is given for the playing of golf, tennis, basket-ball and tether-ball.

#### EMERGENCY INSTRUCTION.

During 1901 a course of practical instruction will be given in the "Emergencies" of the home and school, and in the detection and recognition of school diseases, especially those which are considered contagious.

#### MANUAL TRAINING.

The school has a well-equipped manual training department, which carries out the system of wood work usually called Sloyd, in which the seniors are obliged to spend some time each week.

#### LUNCH ROOM.

As a large number of the students come to the school each day by railroads or by electric cars, who do not care to go to the boarding-house for their lunch, a room in May Hall, the school building, has been simply fitted up for their use. Here they will be provided *at cost* with hot cocoa, soup, rolls and fruit, to supplement their own lunch.

#### EMPLOYMENT.

There is a constant demand for *good* teachers. A student, to graduate, must meet, in her academic and practice school work, certain requirements. If these requirements are fully met, there is no difficulty whatever in finding employment.

The school cannot make the teacher; it furnishes, as a normal school, opportunities and assistance to students who wish to enter upon the teacher's life. In a word, the most favorable conditions possible are given; the rest lies with the student.

A girl coming into the school should have a healthy body, a high moral purpose, a sound mind, and last, but by no means least, a love of children.

#### VISITORS.

The school is always open to the public. Parents and guardians are cordially invited to visit it often. School committees, superintendents and teachers also are especially invited to visit the school and make themselves familiar with its work. They will be welcome at all times.

Committees are requested to ask for the diplomas of applicants for schools who represent themselves as graduates of this school.

For circulars or further information, also for board in the boarding halls, address the principal at Framingham.



## LIST OF STUDENTS.

## SENIORS.

Alden, Priscilla Endicott,	Newton.
Allen, Lillian May,	Linwood.
Ballantyne, Irene Edson,	Hudson.
Bartlett, Grace Ethel,	Natick.
Bates, Lillian Isabelle,	Hopedale.
Brennan, Emma L.,	Worcester.
Brophy, Rose Mary,	Saxonville.
Browning, Elizabeth,	Norwich, Conn.
Burnham, Jessie E.,	Waltham.
Burke, Rosetta,	Clinton.
Came, Clara Louise,	Somerville.
Carpenter, Emily Frances,	South Framingham.
Caverly, Marian,	Chelsea.
Cotter, Nellie Frances,	South Framingham.
Crooker, Mary Sears,	Brockton.
Dolan, Margaret Agnes,	Hopkinton.
Dowd, Marian Elizabeth,	West Medway.
Drake, Henrietta E.,	Framingham.
Eddy, Edith Elizabeth,	Newton.
Elder, Lucy May,	Lynn.
Filoon, Kathryn Harrison,	Brockton.
Fittz, Alice Miriam,	Natick.
Garvey, Teresa Katherine,	Worcester.
Geehan, Nellie M.,	Framingham.
George, Nina Modesta,	Mattapan.
Grobby, Clare Helen,	Clinton.
Hadley, Ella Whitney,	Sudbury.
Hale, Clara Elizabeth,	Hudson.
Hanley, Gertrude Frances,	Clinton.
Hurd, Edythe Frances,	Framingham.
Jones, Isabelle A.,	Framingham.
Joyce, Alice E.,	Framingham.
Kennedy, Emma J.,	Hopkinton.
Kerr, Mary,	Brookline.

Keyes, Ruth S.,	Concord Junction.
Libby, Gretchen L.,	White's Corner, Me.
Lundberg, Tyra,	Worcester.
Maddocks, Mildred Agnes,	Foxboro.
McChlerie, Marion G.,	Watertown.
Mead, F. Pearl,	Bakersfield, Vt.
Merritt, Percy L.,	Scituate.
Morrisette, Stella Agnes,	Ashland.
Murphy, Elinor T.,	Worcester.
Nagle, Ina Jarvis,	Boston.
O'Brien, May Christine,	Ashland.
Palmer, Elizabeth Pauline,	Roxbury.
Peinert, Emma C.,	Clinton.
Penell, Ida E.,	Natick.
Phipps, Bertha E.,	Holliston.
Pope, Mabel Ellen,	Ashland.
Quigley, Mary J.,	Brockton.
Ramsdell, Louie G.,	Natick.
Rhodes, Bessie L.,	Newton Highlands.
Sale, Mary A. S.,	Newton Centre.
Schnapp, Ethel Eleanor,	South Framingham.
Sheriden, Kathryn E.,	Worcester.
Sweet, Anne M.,	Norwich, Conn.
Swift, Lucie Jennie,	Waltham.
Thayer, Clara L.,	South Milford.
Thompson, Alice Margaret,	West Medway.
Wentworth, Mildred Inez,	Walpole.
White, Fannie Emma,	Methuen.
Willcox, Mary St. John,	Northampton.
Wray, Margaret J.,	Worcester.

## JUNIORS.

Acton, Sara Veronica,	Ashland.
Austin, Julia Josephine,	Bondsville.
Baldwin, Emelyn Wood,	West Upton.
Bates, Sarah Loveland,	Newton.
Beck, Bessie Lydia,	Newton Lower Falls.
Bergin, Cecilia Agnes,	Waltham.
Bishop, Hortense Wilma,	North Sudbury.
Bowker, Edith Luella,	North Sudbury.
Brennan, Katherine Elizabeth,	Framingham.
Brooks, Elizabeth Olivene,	Saxonville.
Brooks, Edith Frances,	Natick.
Broughy, Lydia Agnes,	Hopedale.



Brothie, Harriet M.,	Stonybrook.
Burnett, Mary Beck,	Newton Lower Falls.
Burke, Agnes Beatrice,	Clinton.
Caldwell, Eunice,	Waltham.
Carlson, Ida A.,	South Framingham.
Chamberlain, Lillian Jordan,	Lynn.
Clark, Catherine Wellman,	Needham.
Clifford, Flora B.,	North Grafton.
Collins, Anna Lillian,	Hudson.
Cosgrove, Annie F.,	Hopkinton.
Cotter, Margaret Josephine,	South Framingham.
Cowles, Pearl Read,	Westfield.
Crowe, Ethel Helena,	Westborough.
Cunningham, Grace A. A.,	Newton Lower Falls.
Dearth, Mollie C.,	Ashland.
Dickison, Margaret Hosie,	Clinton.
Donahoe, Elizabeth Veronica,	Natick.
Eames, Katherine Rose,	South Framingham.
Earle, Effie Evelyn,	Newton.
Emmons, Elizabeth Burt,	Walpole.
Engley, Susie Luella,	Walpole.
Faulkner, Ethel,	Hyde Park.
Ferguson, Emilie Charlotte,	Cliftondale.
Fillmore, Mabel Gertrude,	Stow.
Finn, Nellie Agnes,	Natick.
Flynn, May B.,	South Framingham.
Fogg, Sara Sherman,	Holliston.
Foley, Ida Elizabeth,	South Framingham.
Foss, Ethel L.,	Saxonville.
Foster, Ada Belle,	Framingham.
Fothergill, Edith Ralphine,	Fall River.
Fowler, Faye Strong,	West Upton.
Gillon, Katherine Lee,	Milford.
Goodrich, Ellen Katherine,	Holliston.
Grady, Sarah Theresa,	Clinton.
Guthrie, Helen Isabelle,	Kendal Green.
Hadfield, Lucy,	Fall River.
Hall, Evelyn Frances,	Marlborough.
Hastings, Mary Anna,	West Upton.
Henry, Ella,	Fort Logan, Col.
Hewett, Alice Belinda,	Newton Lower Falls.
Hill, Augusta Lydia,	Clinton.
Horsford, Annie Lillian,	Merrimac.
Howard, Maud Stanley,	Norwood.

Huntoon, Lillian Harriet,	Natick.
Jenks, Marion Frances,	Dorchester.
Jones, Ethel,	Waltham.
Kattelle, Elsie Marion,	West Newton.
Kennedy, Grace Alma,	Highlandville.
Madden, Margaret Irene,	Worcester.
Mann, Edna Muriel,	Natick.
Masterman, Sadie,	Boston.
Maynard, Elsie Agnes,	Templeton.
McGann, Helen Louise,	Somerville.
Milne, Marian Gibbs,	Fall River.
Moses, Cornelia Frances,	Westborough.
Mudge, Hope Rawson,	Newton.
Murphy, Sadie Agatha,	Westborough.
Nelson, Margaret Alice,	South Natick.
Noonan, Margaret Ellen,	Clinton.
O'Grady, Lucy Alice,	Marlborough.
O'Toole, Jennie Gertrude,	Clinton.
Payson, Bereneice L.,	Holliston.
Penniman, Annie Blanche,	Lawrence.
Penell, Lillian A.,	Natick.
Plummer, Maude Lunette,	South Framingham.
Porter, Katherine C.,	Thetford Centre, Vt.
Rafferty, Rose Hildegard,	South Natick.
Reddy, Katherine Patrice,	Westborough.
Robinson, Grace Elizabeth,	Lexington.
Robinson, May,	Natick.
Rockwell, Lida Evelyn,	Wakefield.
Rose, Flora,	Denver, Col.
Ryan, Mabel Frances,	Waltham.
Sargent, Annie Elizabeth,	Amesbury.
Seaver, Nellie Gertrude,	Newton Lower Falls.
Sherman, Marguerite,	Newtonville.
Sheridan, Anna K.,	Walpole.
Sheridan, Annie,	Wellesley Hills.
Smith, Ethel Meserve,	Marlborough.
Soper, Henrietta Isabelle,	Boston.
Staples, Clara,	West Newton.
Stone, Clara Pulsifer,	Newtonville.
Stone, Pauline Kingsbury,	Waban.
Sullivan, Honora Alice,	Marlborough.
Sweeny, Alice James,	Clinton.
Tewksbury, Marion S.,	Westborough.
Thornton, Nettie Mabel,	Lawrence.

Videto, Helen Hazel, . . . . .	South Framingham.
Videto, Rebecca Louise, . . . . .	South Framingham.
Vogal, Matilda M., . . . . .	South Milford.
Wallace, Rose Cecilia, . . . . .	Concord.
Welch, Julia Veronica, . . . . .	Millbury.
Whiting, Frances Sargent, . . . . .	South Framingham.
Whitaker, Sarah Bartlett, . . . . .	Somerville.
Williams, Margaret, . . . . .	Foxborough.
Woolaver, Fannie Churchill, . . . . .	Boston.

## THIRD-YEAR STUDENTS.

Bartley, Rose Ella, . . . . .	Worcester.
Cahill, Mary Gertrude, . . . . .	Newton Upper Falls.
Courtney, Anna Gertrude, . . . . .	Worcester.
Donovan, Mary Etta, . . . . .	Brookline.
Harney, Margaret Agnes, . . . . .	West Newton.
MacKay, Mabel Adelaide, . . . . .	Worcester.
Maker, Ida Birmingham, . . . . .	Concord.
Place, Mary Lida, . . . . .	South Berwick, Me.
Shea, Jennie Frances, . . . . .	South Framingham.
Thorpe, Annie Remington, . . . . .	Fall River.
Varley, Mary Elizabeth, . . . . .	Concord.
Young, Maude Elizabeth, . . . . .	Waltham.

## SPECIALS.

Barnes, Harriet A., . . . . .	Newton Centre.
Burrington, Venila S., . . . . .	Clinton.
Carey, Margaret C., . . . . .	Baltimore, Md.
Dillon, Katherine Louise, . . . . .	Fitchburg.
Hadley, Nellie M., . . . . .	East Jaffrey, N. H.
Littell, Elizabeth D., . . . . .	New York City.
Otis, Alice Maude, . . . . .	Rochester, N. H.
Rankin, Alice L., . . . . .	Wells, Me.
Thompson, Ethel Garfield, . . . . .	Hardwick.

## SUMMARY.

Seniors, . . . . .	64
Juniors, . . . . .	109
Third-year pupils, . . . . .	12
Specials, . . . . .	9
Total, . . . . .	194

## GRADUATES — JUNE, 1901.

## TWO YEARS' COURSE.

Lillian Gertrude Albee, . . . . .	Hyde Park.
Lilla Frances Bateman, . . . . .	Norwood.
Katharine Helen Bowes, . . . . .	Saxonyville.
Mary E. Brooks, . . . . .	Norwell.
Alice Esther Bent, . . . . .	Sudbury.
Elizabeth E. Bicknell, . . . . .	Columbus, O.
Bertha C. Bixby, . . . . .	West Groton.
Isabelle C. Bixby, . . . . .	West Groton.
Florence O. Budge, . . . . .	Montreal, Can.
Alice M. Bullard, . . . . .	Caryville.
Anna Louise Campbell, . . . . .	Worcester.
Nina Margaret Carey, . . . . .	South Framingham.
Grace I. Clarke, . . . . .	South Framingham.
*Mabel E. Conant, . . . . .	Newton.
Marion Alice Cushman, . . . . .	Waltham.
Olive Louise Cook, . . . . .	Wellesley Farms.
*Mabel Weston Chandler, . . . . .	South Framingham.
Bertha Drugan, . . . . .	Stoneham.
Emma M. Davis, . . . . .	Ashland.
Helen F. Dearborn, . . . . .	Manchester, N. H.
Gertrude Whittier Dillingham, . . . . .	Hesper, Ia.
Susan Frances Doran, . . . . .	Waltham.
Mabel Gardner Drake, . . . . .	Watertown.
Alice Brigham Farnsworth, . . . . .	Hyde Park.
Mary Ellen Finigan, . . . . .	Concord.
Lillian Mabel Forbush, . . . . .	Waltham.
Elizabeth M. Forrest, . . . . .	Wallaston.
Agnes Grace Foley, . . . . .	Worcester.
Sara I. Gates, . . . . .	West Newton.
Mary F. Garvey, . . . . .	Concord Junction.
Mary Theresa Gilmore, . . . . .	Milford.



Josephine Beatrice Gilson, . . . . .	Natick.
Claire W. Hastings, . . . . .	West Upton.
Louisa C. Hardy, . . . . .	Medfield.
Marion Savery Howe, . . . . .	Nashua, N. N.
Florence Margaret Hughes, . . . . .	Waltham.
Rose Lillian Hynes, . . . . .	South Framingham.
Ethel M. Jones, . . . . .	South Berlin.
Bertha Arvilla Leland, . . . . .	Milford.
Gertrude M. Litchfield, . . . . .	Southbridge.
Nellie M. Litchfield, . . . . .	Norwell.
Marie L. Leach, . . . . .	Cochituate.
Louise Russell Livermore, . . . . .	Watertown.
Marie G. Lundburg, . . . . .	Waltham.
Ida Juliet Mahoney, . . . . .	Hopkinton.
Grace M. McLaughlin, . . . . .	Wellesley Hills.
Emma Mills, . . . . .	Newtonville.
Maud E. McClure, . . . . .	Maynard.
Myrtle L. Markham, . . . . .	Natick.
Mary Nightingale Phillips, . . . . .	Dorchester.
Mary A. Pilsbury, . . . . .	Walpole.
Mabel Page, . . . . .	Dover, N. H.
Beda Eugenia Peterson, . . . . .	Natick.
*Amy Faustina Phillips, . . . . .	Somerville.
Bessie Mae Pooler, . . . . .	South Framingham.
Mary Carter Rives, . . . . .	University of Va., Va.
Minnie Gertrude Robbins, . . . . .	Norwell.
Justina Cecilia Rafter, . . . . .	Damariscotta, Me.
Evelyn Davis Rice, . . . . .	Hudson, N. Y.
*Minnie E. Rochford, . . . . .	Wellesley.
Edith A. Savage, . . . . .	Dorchester.
Edith K. Smythe, . . . . .	Waltham.
Alice Gertrude Smart, . . . . .	Stratham, N. H.
Blanche Spofford Stewart, . . . . .	Bakersfield, Vt.
Alice C. Stone, . . . . .	West Medway.
Ellen Sullivan, . . . . .	South Framingham.
Emily Phebe Sweet, . . . . .	Attleborough.
*Alma Louise Tower, . . . . .	Auburndale.
Martha Cecilia Toher, . . . . .	Hopkinton.
Gertrude L. Wood, . . . . .	South Framingham.
*Ellen Dale Woodward, . . . . .	Unionville.

\* Department of Household Arts.

## SPECIALS.—CERTIFICATES.

## ONE YEAR.

Agnes E. Barry, . . . . .	Marlborough.
Margaret E. Beaumont, . . . . .	Dobbs Ferry, N. Y.
Sadie M. Campbell, . . . . .	Hudson.
A. Florence Horton, . . . . .	Methuen.
B. A. Hurley, . . . . .	Marlborough.
Alice M. Herrick, . . . . .	Morristown, N. J.
Ina Corinne Pratt, . . . . .	South Framingham.
Beatrice Putnam, . . . . .	Uxbridge.
Anna W. Packard, . . . . .	Hudson.
Maude Thompson, . . . . .	Mercer, Pa.
Cora J. Wood, . . . . .	Hudson.